

**Integrating beninese tales and songs to enhance advanced learners' writing skills in english
department of FLASH-ADJARRA (Benin Republic)**

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Abstract: Writing task is often challenging for learners as well as teachers. This study investigates the impact of tales and Beninese songs on learners' writing performance in FLASH-Adjarra, English department. The objective is to explore possibilities to provide an authentic learning environment where the target language and students' mother tongues can coexist and be used to overcome real-life communication challenges in order to motivate students and to improve their outcomes. A mixed-method has been used and an experimentation has also been conducted. The instruments include fifty (50) questionnaires addressed to students and ten (10) English as a Foreign Language (EFL) lecturers of the English Department of FLASH-Adjarra. The results confirm that, English is taught as a mere college subject in a non-conducive classroom atmosphere, frustrating for both students and lecturers. This study also evidences storytelling activities integrating learners' mother tongues which significantly improve students' writing skills and provide an authentic, motivating, flexible and relaxing learning experience in EFL context. The present study suggests integrated skills to foster communicative skills. Moreover, teachers should grab opportunities to take part in workshops and training related to innovative teaching-learning methods.

Keywords: Beninese tales and songs, fluency, accuracy, Writing, Integrated activities

Intégration des contes et chansons béninois pour améliorer les compétences en expression écrite des étudiants au Département d'Anglais de la FLASH-ADJARRA (République du Bénin)

Résumé : La production écrite est souvent un défi pour les étudiants, tout comme pour les enseignants. Cette étude examine l'impact de l'intégration des contes et des chansons béninois sur les performances en expression écrite des étudiants du département d'anglais à la FLASH-Adjarra. L'objectif est d'explorer les possibilités de créer un environnement d'apprentissage authentique où

l'Anglais langue étrangère, et les langues maternelles des étudiants peuvent coexister et être utilisées pour surmonter les défis de communication réels afin de motiver les étudiants et d'améliorer leurs résultats. Une méthode mixte a été utilisée et une expérimentation a également été menée. Les instruments comprennent cinquante (50) questionnaires adressés aux étudiants et dix (10) professeurs d'Anglais du Département d'anglais de la même université. Les résultats confirment que l'Anglais est enseigné comme une simple matière universitaire dans une atmosphère peu propice, frustrante tant pour les étudiants que pour les professeurs. Cette étude met également en évidence des activités de narration intégrant les langues maternelles des apprenants qui améliorent considérablement leurs compétences rédactionnelles et offrent une expérience d'apprentissage authentique, motivante, flexible et relaxante dans le contexte de l'Anglais langue étrangère. La présente étude suggère un enseignement intégré des compétences pour favoriser les aptitudes communicatives. De plus, les enseignants devraient saisir toute occasion de participer à des ateliers et à des formations liées aux méthodes d'enseignement-apprentissage innovantes.

Mots clés : Expression écrite, Contes et chansons béninois, fluidité, précision, Activités intégrées

Introduction

The current global framework recognizes English as one of the most spoken languages in the world, and many states have adapted their education plans to reflect the ever-growing need for the English language. Obviously, English language plays an essential role in various fields such as medicine, sports, commerce, etc.

Moreover, the 21st century skills, namely the four Cs (Communication-Collaboration-Creativity-Critical thinking) as requirement for the more and more demanding labor market, are essential for academic and professional success. In fact, as one of the communicative skills, writing proficiency is crucial in the dynamic educational environment. It enables students to achieve academic success and communicate information effectively. Mastery in writing allows students to convey complex ideas clearly and persuasively, which is essential for both academic and proficient growth.

Despite the importance of English in today's global market, most lecturers struggle to meet the requirement of students in terms of communicative skills (mainly speaking and writing) development. The underestimation of the importance of writing skills in the teaching-learning process, the gaps in the secondary curriculum, where writing is not really taught but evaluated, some teachers' malpractices (lack of effective planning, boring activities, poor classroom management...) due to the lack of training and efficient supervision, and the poor students' achievement in literacy skills are some hindrances impacting students' writing performances and their future professional life.

In fact, language teaching and learning approach should look like the natural way of language acquisition where the focus is moved away from developing students' grammar accuracy and skills. Instead, the emphasis is placed on developing students' communicative skills. This communicative

approach is based on the notion that learning language successfully comes from having to communicate real meaning. Another challenge is students' motivation. Therefore, when learners are engaged in real communication, they are inclined to utilize their natural strategies for language acquisition, in teaching-learning context, and this enables them to learn the language. For those reasons, students are stimulated to use the target language in a variety of contexts and learn language functions. While at the same time enhancing their understanding of other cultures and helping them advance the target language for everyday use (Alharbi, 2020). This means that valuing different cultures and their own may be profitable for students.

Then, using local stories and songs is compulsory. This study highlights the emphases of Beninese stories and songs in our EFL context. It investigates the challenges of writing in colleges of a low resource EFL country like Benin, to organize them in categories in such way that it enables to see the relationship among them, and sightsee the ways in which these challenges could be tackled.

So, the main objective of this research is to explore possibilities to provide an authentic learning environment where real-life communication challenges are overcome in order to foster students' writing abilities. This overall objective is split into three (3) specific objectives:

- Shed light on Beninese teaching-learning writing challenges in today's education context
- Explore the impacts of Beninese tales and songs on students' achievement.
- Provide strategies for efficient and effective use of Beninese tales and songs in writing classes.

Using a mixed-method to collect quantitative and qualitative data, three research questions are designed to achieve this study's goals:

- What are the challenges encountered by Beninese students and lecturers engaged in English as a Foreign Language (EFL) teaching-learning?
- How could the use of Beninese tales and songs improve students' writing skills?
- Which strategies can efficiently and effectively be used for integrating Beninese tales and songs in writing classes?

1. Theoretical Key Stones

This section displays some theoretical and empirical aspects of the topic under consideration.

1.1. Conceptual Clarification

For a better understanding of the study under consideration, it is important to provide definitions to the key concepts related to it. Those key concepts are: communicative curriculum, Beninese stories and songs.

1.1.1. Communicative Curriculum

The term 'communication' embraces verbal and non-verbal methods of exchanging information. In Benin EFL classroom settings, it essentially takes the form of listening, reading and responding through speaking and writing using the English language.

A '*communicative curriculum*' defines language teaching-learning as education which focuses on how to communicate as a member of a particular socio-cultural group. The social conventions governing language form and behavior within the group are, therefore, central to the process of language learning. According to Richards and Rodgers (2014), "*the communicative approach aims at developing procedures for the teaching of the four skills that acknowledge the interdependence of language and communication. It aims to make students communicatively competent*". This means that communicative language teaching includes a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Here, Beninese stories and songs will facilitate the teaching-learning process.

1.1.2. Beninese Stories and Songs

A story is a narrative about people and events, usually including an interesting plot. It can be fictional or true, and it can be written, read aloud, or made up on the spot. A song is defined as a set of words or short poems meant to be sung and set to a certain type of music. Songs consist of many different components: lyrics, verses, refrain, and meter. In this study, Beninese tales and songs are typically in the local languages (Fon, Goun, Mina, Yoruba, ...) and full of moral. Traditionally, tales can be sung or written. This can be an advantage in a language class.

1.2. Communicative Language Theory (CLT) in an EFL Context

1.2.1. Principles of CLT

The basic principles of CLT are, firstly, a classroom that is learner-centered instead of teacher-oriented. Secondly, the classes should include opportunities to develop a broad repository of activities. Thirdly, it includes teachers taking on multiple roles; and lastly, it means that teachers should make use of authentic materials. This means a move from a teacher-centered curriculum toward a student-centered curriculum. Regarding the content of the curriculum, new strategies and techniques should be adopted that allow students to use the language purposefully and functionally in the classroom (Alharbi, 2020). Obviously, Farooq (2015) supported the idea that "*communicative based activities support the natural growth of language ability*". Then, the curriculum should replicate the students' needs with more space to use language, which consequently, help students develop their language competency.

In an appropriate CLT program, language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning. Then, opportunities should be given to learners to communicate about something to their mate for some purpose, either orally or in written forms as in real life. This should not frequently lead to questions of syntactic or formal accuracy, but it does not mean that grammar is not important. Those opportunities can be generated by students' local stories and songs. Hence the interest of this work which explores the challenges and solutions of the integration of Beninese stories and songs in EFL classes.

1.2.2 Challenges of Implementing CLT

Many factors prevent EFL teachers from adopting CLT in their language classes. The lack of training, the lack materials, the lack of financial supports and the size of the overcrowded amphitheatres (with more than five hundred students), are the most frequently mentioned by researchers.

1.2.2.1 CLT Training for EFL Teachers

Due to moving from a teacher-centered to a student-centered curriculum, the role of the teachers has also shifted, but the importance of teachers has largely remained unchanged in CLT. In other words, although the focus has shifted to students, teachers' role remains of the most importance in a classroom (A. A. Asmari, 2015). According to Richards (2006), *"in the CLT, teachers should be considered role models for accurate pronunciation and spelling"*. This means that, teachers should provide support to learners in producing utterances that are free of errors.

Moreover, an atmosphere in which students are comfortable with group or pair work, instead of depending on the teacher as the sole language model is required. Such an environment supports students' learning autonomy and makes their teacher a facilitator, guide and co-learner (A. A. Asmari, 2015), at the same time as increasing students' responsibility by giving them more control of the learning process. In a CLT approach, learning materials are very important and, consequently, it is important that the textbooks that are being utilized in the classrooms conform to the CLT approach.

Among the various difficulties, the teachers' instructional inability is the most related to classroom teaching effectively. So, the most important thing is that educational administrators should do the teachers training to match with CLT's demands. Benin EFL teachers should regularly go through in-service trainings in CLT which might improve their teaching methodologies. In relation to this, Gamal and Debra (2001) supported that most teachers in their study identified lack of CLT training as a barrier to the successful implementation of CLT which is posing a problem in practicing communicative language teaching in EFL settings. Teachers lack professional development in order to improve their English proficiency and teaching skills.

1.2.2.2 Financial Impediments and Classroom Environment

Rahman (2006) shows that, *"setting arrangement is a great problem for implementing CLT in class"*. In Benin, universities are very large with around fifty (50) to sixty (60) pupils in urban areas and more than seventy (70) in rural areas. Then, it is very difficult for teachers to give individual attention to students, making almost impossible the implementation of CLT. Sometimes teacher's voice does not reach every pupil. Moreover, classrooms are equipped with immovable benches so they cannot arrange groups or pairs work.

Like in many other low resources country, Benin universities lack appropriate facilities in the adoption of CLT. In adopting CLT into the classroom, it requires variable facilities to create teaching materials and teaching aids in order to motivate students to concentrate on communicative activities. Unfortunately, the EFL amphitheatres lack facilities and equipment to support CLT activities. Rao (2002) supported this argument by stating that *"most educational institutions do not have enough financial resources to provide the audio-visual equipment, photocopiers and other facilities and resources that are required to support the dynamic teaching necessitated by communicative language"*

teaching approach". In addition, Incecay and Incecay (2009) stated that *"utmost of EFL schools have a lack of funds to build an English usage environment in schools in order to motivate students and to improve their communicative competence"*. This is the sad reality of FLASH-Adjarra with more than a thousand students registered in the first year of the bachelor degree in the academic year 2023-2024, for an amphitheater of three hundred seats.

1.2.2.3 Time Requirement and Power of Exams

Time constraint and evaluation process are considered as some of the barriers that hinder CLT implementation in our universities. Grammar translated and Direct methods, which are traditional teaching methods do not need more time to prepare teaching materials and create the classroom activities and search for extra information to support the teaching and learning process. Roberto (2004) argues that *"a traditional teaching method or teacher-centered approach is one where an activity in the class is centered on the teacher and teachers serve as the center of knowledge, directing the information"*. In other words, in the teacher centered approach, teachers are regarded as knowledge-givers while learners act as receivers (Brown, 2001). On the other hand, a communicative teaching approach or student-centered approach gives students a greater sense of 'ownership' of their learning and enhances their competences. Moreover, the large number of students is another limitation for the evaluation.

1.2.3 Tales and Songs in Education

The integration of tales and songs in language classes is growing these days. According to Ohata (2004) *"practicing the different sounds by singing songs can be more interesting and enjoyable than other activities such as minimal-pair drills"*. Combining songs and tales in students' local languages can be more joyful and a source of great motivation and engagement for them. The role of the teachers is to establish the bridge between the target language, English, and the others languages in use in students' environment. Despite the limitations of these techniques, local songs and tales can be very useful in teaching listening, speaking, vocabulary, sentences structures and sentences patterns. Moreover, enjoyment and culture are easily shared. Songs reflect culture, and Shen (2009) stated that *"language and music are interwoven in songs to communicate cultural reality in a very unique way"*. This means that opportunity to learn about periodic or historical events is given through songs and tales.

One way to maximize the advantages and minimize some of the limitations might be to develop songs into language learning tasks. Although this alone will not help teachers develop a greater repertoire of songs, it can help turn a song into a useful tool for language learning and teaching (L. Cameron, 2001, p. 31)

2. Research Methodology

This chapter describes the design and the procedures of collecting information of this research. Then, it includes the research design, the sampling, the instruments and procedure used in the study.

2.1 Research Design and Sampling

This research considered the mixed-method to get quantitative and qualitative data. The rationale for this choice lies in the complementarity between both. Randomly selected, the target population is presented as follow:

Table 1: Research Sampling

College	Lecturers	Number of learners
FLASH-Adjarra	10	50

2.2. Instruments

2.2.1. Questionnaires

In order to learn more about the context of the study, questionnaires were designed for both lecturers and students of FLASH-Adjarra. The teachers' questionnaire encompasses nine (09) questions aiming at collecting information about their training for professional skills development, their methods to motivate learners, the materials used and the kinds of activities to improve learners' communicative skills. The two last questions help to collect information on their challenges and their suggestions.

The investigation is not just limited to teachers. It has been extended to students too. Their questionnaire contains five (05) questions to gather data about their feelings, their reasons for liking English, their difficulties encountered during English courses and the activities that motivate them the most.

2.2.2 The Experimentation

The experimentation consists in teaching writing through Beninese tales and songs, and conducting an analytic evaluation after six (06) months, with an experimental group (EG) of twenty-five (25) students, and comparing their performance to a control group (CG) of twenty-five (25) other students randomly selected from the first year's students.

Table 2: Quasi Experimental Process Design

Steps	Experimental Group	Control Group
Step 1	Pre-test	Pre-test
Step 2	Treatment (Use of Beninese Tales and Songs)	No treatment
Step 3	Post-test	Post-test
Step 4	Comparison	

For the tests, an evaluation grid has been used, and the results have been processed with SPSS 25.

Table 3: Rubrics for Writing Evaluation Pre-test and Post-test

Rubrics	Criteria	Mark
Context	<ul style="list-style-type: none"> - Strict respect of the given topic and the type of writing - The written text is out of topic or does not respect the give format 	
Vocabulary	<ul style="list-style-type: none"> - Vocabulary is sufficient to be understood in most settings and words are used with the correct meaning. - Vocabulary is very limited and/or incorrect words are often used. 	
Grammar (Accuracy)	<ul style="list-style-type: none"> - The learner writes with no incorrect grammar or very few mistakes - He/she makes frequent use of inappropriate verb tenses and/or incorrectly constructs sentences or uses parts of speech. 	
Coherence	<ul style="list-style-type: none"> - The learner develops topics and link ideas together in a logical structure without repeating him/herself. - He/she uses correctly the link words 	
Total		/20
Note: Marks range from 1 to 5 , five being the best performance		

3. Results and Discussion

3.1. Presentation of the Results

Collected data are computed and surmised as follow:

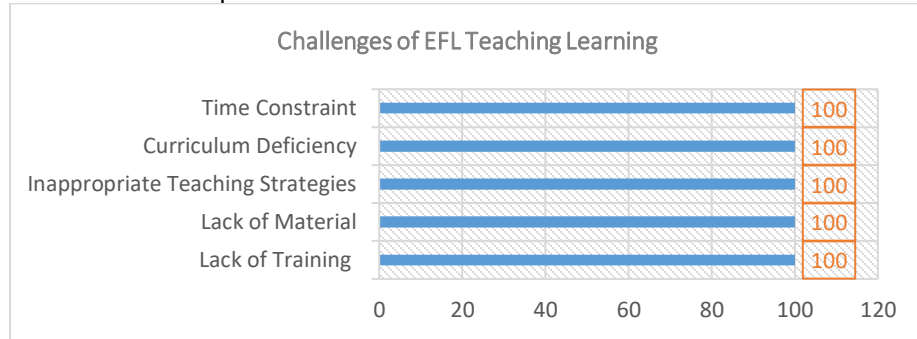


Figure 1: Challenges of EFL Teaching Learning

Figure 1 reveals that the main challenges faced in the Benin EFL context are related to the lack of training, the lack of material, the inappropriate teaching strategies and activities due to the curriculum deficiency and time constraint. The lecturers of the English Department of FLASH-Adjarra confirmed those challenges as it can be seen in the following graph.

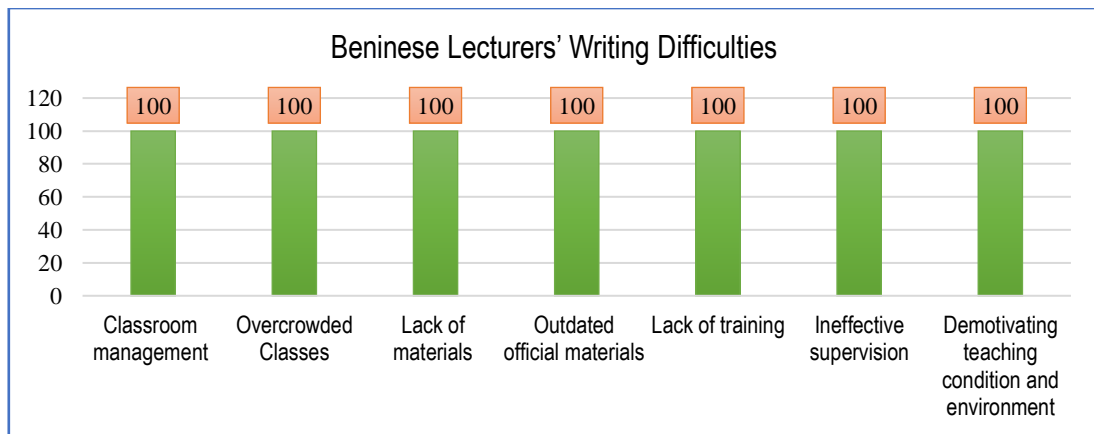


Figure 2: Beninese Lecturers' Difficulties

Hundred percent (100%) of the respondents recognized the same writing difficulties related to classroom management due to their large size, lack of materials, lack of training, the ineffective supervision, and the poor teaching conditions in our universities. Moreover, the students of FLASH-Adjarra have confirmed those difficulties and added the specific one related to writing.

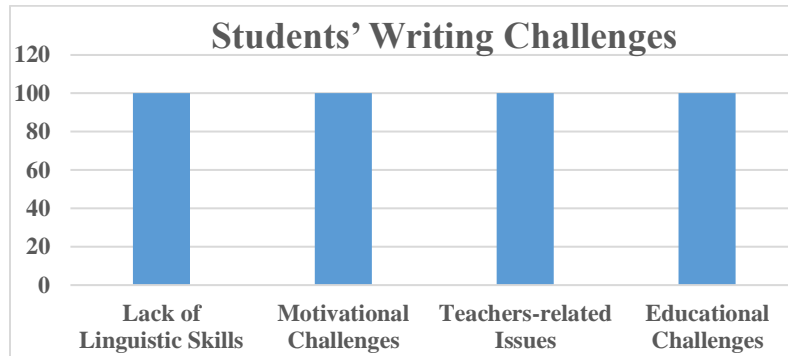


Figure 3: Students' Writing Challenges

Talking about writing specific challenges, figure 3 displays the lack of linguistic skills, motivational and educational challenges, and teachers-related issues as confirmed by all the respondents (100%). Furthermore, they recognized the importance storytelling and songs.

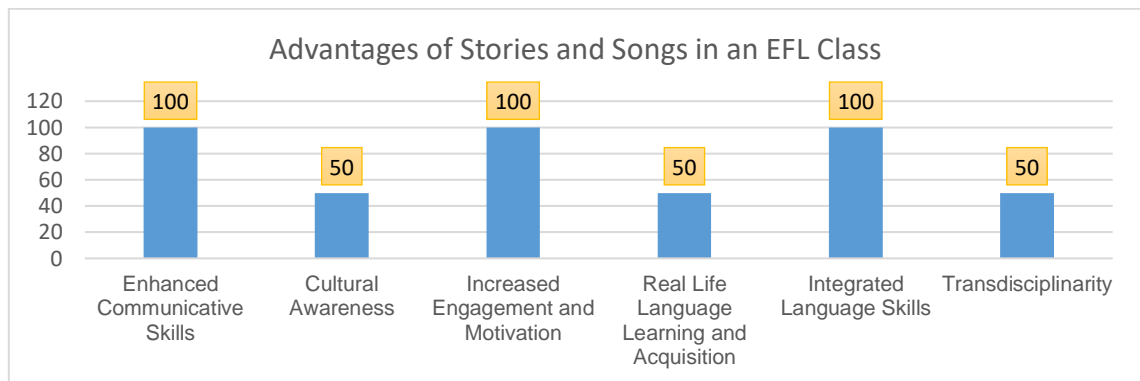


Figure 4: Advantages of Integrating Stories and Songs

Figure 4 discloses that the investigated lecturers recognized the common aspect of CLT, namely communicative skills enhancement, engagement and motivation, and language skills integration. However, they disregard essential aspects such as cultural awareness real-life language learning and acquisition, and transdisciplinary.

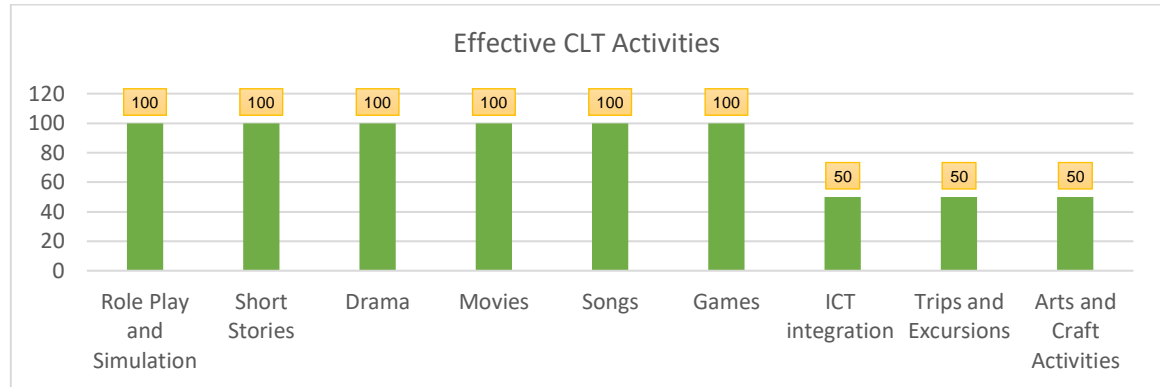


Figure 5: Effective CLT Activities

Interestingly, in Figure 5 the respondents identify the effective activities in CLT that are role play and simulation, short stories, drama, movie, songs, games and ICT integration, trips and excursions, arts and craft activities. So, all of them recognize the importance of songs and stories in applying CLT.

3.2. Discussion

3.2.1. Writing and Challenges that Teachers face to Implement CLT

The underestimation of the importance of writing skills in teaching-learning-evaluation leading to students' poor achievement in academic and professional fields; students' rejection of traditional teaching-learning process and the frustrating learning experience, students' interest and enthusiasm for contextualized and localized tasks based on their experiences and own culture are the main findings of this study.

The key challenges in EFL revealed by Figure 1 are related to the lack of training, the lack of material, the inappropriate teaching strategies and activities due to the curriculum deficiency and time constraint. Besides the teaching learning environment is not appropriate. As witnessed at FLASH-Adjarra, it is very difficult for teachers to give individual attention to students especially those who are sitting at the back. Moreover, the English Department of that university lacks funds to build an English usage setting to motivate students and to improve their learning environment. They lack facilities and equipment for the effective implementation of CLT activities and to support the dynamic teaching necessitated by communicative language teaching approach.

Table 4: Writing Challenges and Suggested Solutions

PROBLEMS			
Lack of Linguistic Skills	Motivational Challenges	Teachers-related Issues	Educational Challenges
<ul style="list-style-type: none"> - Poor grammar - Poor vocabulary 	<ul style="list-style-type: none"> - Lack of motivation - FLA - Tedious class activities - Unclear goals. 	<ul style="list-style-type: none"> - Lack of training - Need for CPD - Technology illiteracy - integration. 	<ul style="list-style-type: none"> - Large class sizes - Lack of adequate resources. - Poor Supervision/Teacher ratio
SOLUTIONS			
<ul style="list-style-type: none"> - Structured exercises - Provide feedback systems that prioritize repeated learning - Gentle error correction. - Provide more personalized feedback 	<ul style="list-style-type: none"> - Create an engaging learning environment - Use varied response tasks - Set clear and realistic goals - Provide regular, constructive feedback. 	<ul style="list-style-type: none"> - Conduct professional development programs - Focused on modern educational - Practice the techniques in class. 	<ul style="list-style-type: none"> - Utilize technology (internet resources and multimedia tools) - Integrate professional community - Attend online training (MOOC, Webinars, ...)

Source: Mensah & Zinsouvi (2024)

3.2.2. Necessity of Using Beninese Tales and Songs with CLT in an EFL Class

The results from this study reveal that lecturers are aware of the benefits both teachers and learners can gain through the use of CLT. But they fail for the implementation. The curriculum is obviously essential, but this is not an end in itself. Requirements and government policies should follow up. Good communicative curriculum development helps establish thriving relationships and provides staff members with the information necessary to contribute to the success of the teaching-learning process. Using songs and stories has advantages for language learning. It encourages students to speak and gives them chance to acquire new vocabularies concerning their field, even with limited language. Students need to use a mixture of language structure and functions if they want to communicate successfully. As revealed by the experimentation, Beninese songs and stories make language learning active, motivating and interesting.

Table 5: Analysis of variance ANOVA

: ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Overall Score * Group	Between Groups	(Combined)	72.900	1	72.900	17.678	.000
	Within Groups		156.700	38	4.124		
	Total		229.600	39			

In table 5, the analysis of variance ANOVA shows that there is a statistical significance between both groups as Sig =.000 for a p-value $p=.000153 < \alpha=0.05$ (the significance level). This value allows rejecting the Null Hypothesis asserting that no differences (related to the treatment) exist between groups. Consequently, the alternate hypothesis (HA) is validated: there is a statistical significance between groups performance related to the treatment.

The practical level of correlation/association between treatment and groups is assessed by the measure of association summarized in table 6.

Table 6: Measure of association

	Eta	Eta Squared
Overall Score * Group	.563	.318

The measure of association in table 6 reveals with the Eta squared (Effect size) $ES = .318$ a strong correlation between the dependent variable (students' overall score) and the independent variable (use of Beninese Tales and Songs). This practically means that in 31.8 % of the cases the improvement of students' performance in writing is attributed to the use of those tales and songs.

The results of data collected reveal that learners enjoy getting involved in learning English and find very interesting and funny the way their mother tongue can be use in a formal setting to boost their language experience.

3.2.3 Effective Ways of Using Stories and Songs

Many studies presented the importance of storytelling and songs in education. Muhammadqosimovna (2021) stated that *"Stories and music are very important for our psychical health. We learn our mother tongue through stories. So, it is natural to learn foreign language through them as well. Teachers should try to teach their students about language, life and culture through stories"*.

Interestingly, in Figure 3 the respondents identify the effective activities in CLT that are role play and simulation, short stories, drama, movie, songs, games and ICT integration, trips and excursions, arts

and craft activities. These activities along with appropriate teaching strategies and materials create a conducive learning environment. These activities help students to communicate more easily without shyness. Teachers should choose materials that match the objectives assigned for a given activity. Teaching materials should be suited for effectiveness and efficiency. Teachers should be creative and flexible to find and apply methods appealing students' interest during the English as a foreign language learning process.

Table 7: Writing Strategies

Stages	Strategies	Impacts
Pre-writing	Planning	Helps organize ideas and create an outline before starting to write. It ensures a logical flow of ideas and a clear structure for the writing piece.
	Brainstorming	Encourages generating a wide range of ideas and topics. This strategy fosters creativity and provides a pool of ideas to draw from during the writing process.
While-writing	Drafting	Focuses on getting ideas down on paper without worrying about perfection. The goal is to create a rough version of the text, prioritizing the flow of ideas and coherence.
Post-writing	Revising	Involves making changes to improve the content, organization, and clarity. Going beyond simple corrections, it focuses on enhancing the overall quality and coherence of the text.
	Editing	Concentrates on correcting grammatical, spelling, and punctuation errors. It ensures the final text meets academic standards and is free from technical mistakes.

Source: Mensah & Zinsouvi (2024)

4. Suggestions and Implications

The results of this research work drive the following suggestions as far as the teaching-learning strategies and evaluation process of writing are concerned. A shift from the traditional teaching method to CLT using Beninese tales and songs is required.

The findings prompt to some proposals to draw the attention of both authorities and teachers on the effects of the utilization of CLT, and some inferences to be taken in to account in order to foster students' writing skills in our universities. Suggestions are made up to talk about teachers' responsibilities, what they should do in order to arouse learners' motivation during course and in line with CLT.

Besides, the writing evaluation model should be revisited. The analytic evaluation model provides corrective feedback on specific criteria or subskills such as: the context, the type of text, the coherence (internal consistency), the vocabulary, the style, the punctuation, etc. Students' final scores are the sum of their performance in each subskill. The analytic evaluation (using a rubric) allows to monitor students' performance in each subskill so that the lecturer can help for improvement accordingly. Unlike

the analytic model, the holistic evaluation assesses the writing production as a whole. This does not help much to monitor students' improvement.

Table 8: Principles and Characteristics of CLT Activities

Key Principles of CLT	Characteristics of Activities in CLT
<ul style="list-style-type: none"> - Classroom goals: focused on communicative competences and meaningful purposes. - Target language is a vehicle for communication not only the object of study. - Value fluency more than accuracy. - Judged accuracy not in abstract, but in context. - Use language as in authentic communications. - Teacher acts as a facilitator, as an advisor or guide. - Students are the members of a team. 	<ul style="list-style-type: none"> - Reflect natural use of language. - Focus on achieving communication. - Require meaningful use of language and communication strategies. - Produce language that may not be predictable - Seek to link language to context - Cultural awareness - Enhanced communicative skills - Transdisciplinary

Source: Mensah & Zinsouvi (2024)

Through the different points mentioned, some changes should be made at governmental level and bring new ideas on the continuum of the program, with a particular focus on funny activities and authentic materials.

Conclusion

This research work has dealt with the development of innovative strategies to use the CLT approach in teaching and learning English as a foreign language. Using a mixed-method, this research work at FLASH-Adjarra in Benin Republic, confirms the importance of a communicative curriculum and urge school stakeholders to take decisions.

This study uses an experimental mixed method to evidence the effectiveness and the relevance of using Beninese tales and songs to prompt writing tasks at university level. The experimentation showed that the EG performed significantly better over the CG in writing skills is attributed to the use of those Beninese tales and songs to initiate writing teaching-learning-evaluation process. The study then sheds light on the challenges of Beninese teaching learning process and proposes appropriate solutions.

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